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ABSTRACT

A program implemented in a rural elementary school in Florida had the goal of increasing parental involvement of students in grades 1, 4, and 5. The majority of students in the school were black, came from single-parent homes, and were considered low-income. Prior to program implementation, a parent survey revealed that of 53 parents, 21 read to their children, 29 assisted with homework, and 17 discussed school activities with their children. The program centered on workshops held over a 3-month period to teach parents techniques for helping their children with homework assignments. Homework activities requiring parental participation were sent home to bridge the gap for parents unable to attend workshops. In addition, parents were encouraged to volunteer in classroom activities, attend field trips, and schedule parent-teacher conferences. Additionally, workshops were held over a 5-month period to teach parents techniques for improving students' antisocial behaviors. A handbook was distributed to parents that provided an overview of capitalization, punctuation, definitions of parts of speech, sentences and nonsentences, parts of a friendly letter, and key mathematics terms. Program evaluation revealed that the program was somewhat successful in increasing parental involvement, and parents rated the program as beneficial. However, parent participation was not consistent, and it was noted that workshops should be held consecutively over a 1- or 2-week period to maintain parental motivation and involvement. Appendices include parent survey, program evaluation forms, and other forms used in program implementation. (LP)

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ED 389 480

Increasing Parental Involvement In Grades One, Four, and Five in a Rural Elementary School

By

Sharon R. Patterson

Cluster 47

A Practicum II Report Presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NovaSoutheastern University

1994

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TABLE OF CONTENTS

ACKNOWLEDGMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES vi

ABSTRACT vii

Chapter

I INTRODUCTION 1

Description of Community 1
Writer's Work Setting and Role 2

II STUDY OF THE PROBLEM 3

Problem Description 3
Problem Documentation 3
Causative Analysis 3
Relationship of the Problem to the Literature 4

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 9

Goals and Expectations 9
Expected Outcomes 9
Measurement of Outcomes 11

IV SOLUTION STRATEGY 12

Discussion and Evaluation of Solutions 12
Description of Selected Solution 14
Report of Action Taken 15

V RESULTS, DISCUSSION, AND RECOMMENDATIONS 34

Results 34
Discussion 41
Recommendations 41
Dissemination 42

REFERENCES 43

Appendices

A PARENT SURVEY 45

B PARENTS/GUARDIANS SIGN-IN SHEET 47

C FOR YOUR INFORMATION 49

D CLASSROOM ACTIVITIES 51

E CONFERENCE/WORKSHOP SURVEY FORM 54

F LETTERS TO PARTNERS IN EDUCATION 56

G THINGS WE DO TOGETHER AS A FAMILY 59

H LETTER TO COUNSELOR 61

I WORKSHOP SCHEDULE 63

J REACTION TO PARENTAL PROGRAM 65

K EVALUATION FORM 67

LIST OF TABLES

Table

1 Results: Things We Do Together 17

2 CTBS Results: Five Year Period 20

3 Evaluation Form 32

4 Participation Chart 35

5 Choices of Classroom Activities 39

ABSTRACT

Increasing Parental Involvement in Grades One, Four, and Five in a Rural Elementary School. Patterson, Sharon R., 1994: Practicum Proposal, Nova University, Ed.D. Program in Early and Middle Childhood. Parental Involvement/Parent Participation/Parent School Relationship/Elementary Education/Elementary School Students/Elementary School Teachers/Parent Attitudes/Student Attitudes/Urban Schools/Academic Achievement/Parent Teacher Cooperation.

This proposal was designed to improve parental involvement in parents of students in grades one, four, and five. Parental workshops designed to teach parents techniques in helping their children with homework assignments were conducted over a three month period. Homework activities requiring parental participation for completion were sent home to bridge the gap for parents unable to attend the workshops. Also, workshops designed to teach parents techniques for improving anti-social behaviors were conducted over a five month period. In addition, a handbook to guide parents with homework assistance was written by the author of this practicum. Parents reported that the handbook was easy to use and very practical.

Participants were teachers of a first grade, a fourth grade and, a fifth grade class, and parents of students enrolled in these classes. The writer of this practicum was the teacher of grade four.

Analysis of the data and teacher observation determined that overall the program was successful. The exception was outcome three.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

This practicum was implemented at a school situated in the northeastern section of the county. Most of the student population were Afro-Americans and resided in the community in which the school was located. Many of the students live with grandparents, aunts, and in foster homes. The target population were parents and guardians of students in the writer's fourth grade class, a first grade class, and a fifth grade class. Students in the classes were grouped heterogeneously and had varied learning abilities.

Five years ago, the school received a three year grant to pilot a total school Chapter I program. The grant was an effort to reach the high number of at-risk students which comprised more than two-thirds of the student population. It has remained a Chapter I school to this day. The school was one of three "full service" schools in the county. It integrated education, health, social, and human services for its students and their family members. In addition, the school had a computer lab that was staffed full-time and is one of the few schools in the county that houses an exceptional education program.

The school was situated in an Afro-American neighborhood and with the exception of a few churches, it was the only place that the residents could look to for a beacon of hope (Patterson, 1993).

According to Strategic Planning Group (1987), cited in Patterson (1993), research revealed the community to be residential with a few agricultural and commercial

businesses in the area. Houses on an average were sub-standard and valued approximately at $15,000. Incomes for residents were also medium. "Census data shows that over 81 percent of the population was below the low and moderate income threshold of $14,650 for families and $10,250 for unrelated individuals. Approximately half of the residents employed had service jobs and the other half were farmers (Strategic Planning Group, Inc. 1987, cited in Patterson 1993, p. 4)."

Writer's Role

The writer was a tenured fourth grade teacher who taught in a traditionally designed school. The writer operated from a pragmatic philosophy and believed that life is constantly changing. Each change brings with it opportunities for gaining knowledge. Therefore, teachers must teach using a child centered curriculum which emphasizes thinking skills. As a result, the writer believed through metacognition, students will be able to use each change in life to increase opportunities for gaining wisdom.

The writer was enriched with educational experiences which expanded over 25 years. The writer taught Head Start classes for 10 years. During the last five years of tenure, the writer held the office of Center Director. Other classes taught include pre-kindergarten, first, second, and fifth grades. Aside from teaching, the writer served on several school based committees which included Teacher Advisory Committee to the Superintendent, School Advisory Committee, chair, and Reading/Grant Writing Committee.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The following problems existed and needed to be changed. First, less than one-fourth of the parent population were actively involved with the educational process of their children. Secondly, parents were frustrated because their children were displaying antisocial behavior both at home and school. Thirdly, communication between home and school needed to be improved. Briefly stated then, the problem is : parents need to be taught how to help their children with school assignments. They also need to be taught techniques to improve their children's negative behavior.

Problem Documentation

A survey of parental attendance at Parent Teacher Association (PTA) meeting indicated that less than one fourth of the parent population attended PTA or volunteered with school projects. Moreover, parent conferences, as indicated by parent conference forms, suggested that parents failed to keep scheduled appointments.

After discussing the situation with several faculty members, the writer conducted a survey of the teaching staff. The survey of the faculty indicated that more parental participation would increase students success in school academically and socially.

Causative Analysis

In order to understand why parents exhibited little educational support to the learning process of their children and why the lack of parental involvement with the school was at an all time low, the writer conducted a representative survey of parents who would

have children in the targeted group next school term (Appendix A). The writer felt that the following summarized factors contributed to a lack of parental involvement:

1. Parents did not understand how to help their children with school work.
2. Parents did not know techniques which would help them to teach their children how to develop positive attitudes. Negative attitudes were often directly related to poor academic progress.
3. Single parents had to juggle their work schedule with that of child care. Therefore, it was difficult for them to attend school functions.
4. Many of the parents were unable to help their children because their own education was limited.
5. Non-English speaking parents were uncomfortable in meetings because they were not able to speak standard language.
6. Parents did not always feel that they were welcome when they visited the school. Rather than deal with negative attitudes, they stay home.
7. Parents had developed negative attitudes about educators because of their attitude of "professionalism." Some parents had interpreted this as being "talked down to."

Relationship of the Problem to the Literature

According to Lindle (1989), what educators think parents expect of them is counter to what parents expect of educators. Lindle suggested that parent do not want "professionalism" but a down to earth relationship. Parents feel that educators who must

keep everything in a "professional" context are intimidating. These kind of educators tend to talk down to parents, making them feel incompetent.

Parents desire a more intimate approach from educators. This approach would include not only letting parents know when children are having problems in the area of academics, but informing them of any social problems their child might be experiencing. Once a problem occurs, parents prefer informal conferences rather than long formal conferences. They are usually content receiving periodic phone calls and notes from teachers which keep them informed of their child's progress.

Davis (1989), stated that the key to parent involvement is parental recognition and continual interaction between the school and home. The interaction can be in the form of phone calls, notes and/or letters. According to some researchers, when the school and home communicate, negative attitudes become positive.

Brandt (1989), referred to five major types of parental involvement. Type one referred to parents obligation to ensure children a safe and healthy environment and to prepare them to enter school. Type two referred to the obligation of the school to communicate information to parents about what is taking place at school. Type three involvement has to do with parents becoming involved at school by assisting teachers, administrators, and children in the classroom or some other location. The fourth type involves parents in activities at home. These activities could be conceived by either the parent or child. Finally, the fifth type of parental involvement is that of the parent as a

political activist. In this role, parents would serve in a leadership position such as being a member of the school's advisory committee and PTA. As an activist, parents would be active on all levels. Activities include the district or state levels as well as the school site.

Russell (1991), described four schemes in which parental involvement can occur. He cited, (1) parents as passive participants, (send children to school). (2) Parents who provide a support system by working on the outside of school (help with fund raising, provide materials, etc.). (3) Parents as participants (assisting teachers and/or learning more about the educational process of their child(ren). (4) Parents in partnership (parents and staff are co-equals in making educational decisions about their child).

Many parents possess invaluable knowledge from which teachers can benefit. Teachers should tap into this knowledge by involving parents in the extended curriculum. According to Hunter (1989), parents should be called upon to share in areas of their competencies. Parents could share hobbies, occupations, and knowledge of their culture. Most American schools have a rich diverse culture which is an excellent source of first hand information.

Like Russell, Moore (1991), suggested cooperative partnerships with parents. Cooperative partnership use three schemes. The first scheme involves parents as policy makers similar to the method used by Head Start. The second scheme involves parents as facilitators of their child's growth. The third scheme provides parents with training in areas which help them to become co-educators, assisting their children to develop physically, emotionally, intellectually, and socially. The last scheme uses parents as

volunteers in areas such as chaperones on field trips and helping teachers in the classroom.

Sattes (1989), stated that parental involvement in students' learning is an indispensable nutrient for developing intelligence. According to Sattes, parental involvement in any form is helpful. However, the best involvement is meaningful involvement. Although most parents are capable of working successfully with their children through grade three, parents with children in the intermediate grades and up should be given tutorial training. This is especially true with low performing students. Educators should bear in mind that parents want their children to do well in school. Therefore, every effort between the home and school should be made to achieve this goal.

Epstein (1989), suggested teachers provide parents with learning activities that they can use at home. These activities would also serve to give insight about the curriculum. In addition, the activities would indirectly teach parents who might need a review of the skills themselves. According to Gallagher, et al (1976), it is most significant for the school to give parents support in their role as educators at home.

In order to break down barriers between home and school, parents and teachers need to develop and maintain a line of communication. It is important that both parties understand and value each other. According to Morgan (1989), society present parents with immense social pressures. They are often bombarded with conflicting advice. So much so, it becomes difficult for them to trust their own effectiveness as parents. Consequently, educators need to ensure parents that they are valued.

Furthermore, it is important that teachers acknowledge to parents that they are aware of the concern they have in regard to their child's development. This type of acknowledgment helps parents feel they are important.

Moreover, when discussing a child's progress with parents, it is critical to first share something positive. Positive information helps to tear down negative barriers. It is also important to limit negative situations when conferring with parents. Instead, objective information should be shared. When objective information is shared, parent are likely to make disclosures that will reveal a better understanding of the child. An additional benefit of an environment of rectitude is that parents are likely to make recommendations that will help teachers in the classroom.

Furthermore, Morgan believes that it is also important for teachers to prepare written observations to support the information which is shared. This kind of approach will help to keep conferences focused and objective. Finally, Morgan suggested using "I messages" when expressing concerns. "I messages" allow teachers to express emotions without being critical. More importantly, parents are encouraged by this method to express their feelings.

Research clearly suggested that the responsibility of involving parents in the educational process of children is that of educators.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goal and Expectations

The following goal and expected outcomes were projected for the practicum. The goal of the practicum was to improve parental/guardian involvement in the academic process of their children.

Expected Outcomes.

1. At least 12 parents will take part in classroom/home activities, field trips, and other academic related activities. To determine if the outcome is successful, the writer will maintain a portfolio of parental/guardian involvement. Twelve parents serving in any area will be deemed successful.

2. After a series of workshops and parent teacher conferences, at least 12 parents/guardians will demonstrate an interest/ability to help their children with homework. Parents/guardians will be required to sign their signature on homework assignments. A minimum of 12 signatures of parents/guardians will be considered successful.

3. After a series of workshops, parents/guardians will demonstrate the ability to use techniques which will help their children improve negative behavior. Success will be determined by written and/or oral feedback from parent. The standard of achievement will be, improved behavior as

observed by the teacher of at least two students who demonstrated negative behavior prior to the workshops.

4. Home and school communication will exceed required conferences by a minimum of three additional contacts. Parent teacher conference forms will serve as the tool of evaluation. Eight parent/guardian contacts exceeding required conferences will be deemed successful.

5. At each event, the writer will maintain a sign-in log (Appendix B). The log will be used to determine the amount of parent involvement throughout the duration of the program. A total of 12 parents in attendance will be considered success.

6. The writer will send home information flyers, informing parents/guardians about the program (Appendix C). Attached to the information flyer will be an activity sign-up sheet requesting volunteers for classroom activities for the months of September through June (Appendix D). A minimum of 12 parents/guardians volunteering to perform any type of service at least once during the school year will be deemed success.

7. The writer will also send home a conference/workshop survey to determine the days and times parents/guardians can attend conferences and workshops (Appendix E). Success will be determined by the attendance of no less than 12 of the parents/guardians.

Finally, the success of the tutoring workshops Will be determined by the attendance of at least one-third of the parents/guardians population responding positively on the end of the program survey (Appendix J).

Measurement of Outcomes

The writer along with the first and fifth grade teachers will maintain a portfolio for parents/guardians of each student enrolled in their classes. Each form of parental involvement will be recorded in portfolios which will include records of both formal and informal communications and parental participation in classroom activities. In addition, parents/guardians will be asked to indicate by writing their signature on homework, that they have helped with or have seen homework assignments.

A total of 12 parents in attendance at workshops throughout the duration of the workshops will be a measurement of success. Also, if 12 parents/guardians volunteer to perform any type of involvement at least once during the year the expected outcome will be successful. Homework returned with parental signatures will be recorded and later shown in the report in a form of a chart.

The writer will also record the names of "Partners in Education" who donate prizes to the project. The writer will use the data to compare the anticipated outcomes with the result of each objective to determine if the program was a success.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The following problems existed. Less than one-fourth of the parent population were actively involved with the educational process of their children. Secondly, parents were frustrated because their children displayed antisocial behavior both at home and school. Thirdly, communication between home and school needed to be improved.

Researchers have delineated several solutions to the problem. They include increased parent contact such as notes, fliers, home visitation and phone conferences; informal parent group discussions; workshops to teach parents how to help their children; educational activities to be used at home; parents as policy makers; parents as resource personnel; parents as teacher/administrative assistants; parents to contact other parents; parents helping to recruit other parents to participate in after school parent/guardian program.

Brandt (1989), delineated five major types of parental involvement. They are (1) parents have an obligation to provide their children a safe and healthy environment, (2) prepare them to enter school, (3) assisting teachers and administrators in the classroom or some other location, (4) parents in activities at home, and (5) parents as political activists.

Gross (1974), suggested similar solutions for improving parental involvement. He suggested, (1) teachers communicate with parents/guardians often. The communication could be informal and be done by notes, phone calls, fliers, and home visits. (2) Teachers

initiate informal group discussion. Once teachers know the type of concerns parents/guardians are most interested in, they should provide the information in informal settings. (3) Teachers solicit the cooperation of parents/guardians in contacting other parents. (4) Teachers provide academic activities to be used at home. Suggestions should include a listing of films, television programs, books, and cultural activities. (5) Teachers make available parent workshops. Workshops should be varied in order to meet the need of parents/guardians and determined by a parental needs assessment.

Like other researchers, Moore (1991), suggested, (1) using parents as policy makers. Parents/guardians serving as policy makers would be involved with the organizational and execution of school policies. (2) Parents as volunteers. Parents/guardians would assist in the classroom in instructional and non-instructional activities. (3) Parents as facilitators of children development. As facilitators, parents/guardians would be trained to help students with academic activities.

Revicki (1981), recommended similar suggestions. For instance, he suggested (1) involving parents in the classroom with instructional and non-instructional assignments; (2) encouraging parents to attend Parent Advisory Committee meetings, and taking part in Parent Advisory Committee activities.

Hunter (1989), suggested using parents in their areas of competencies, such as hobbies, occupations and knowledge of their culture.

Moore (1991), suggested cooperative partnership. He outlined three schemes. They are (1) parents as policy makers, (2) parents as facilitators of their children's growth, and (3) parents as volunteers in areas such as chaperones and classroom assistants.

Sattes (1989), stated that parental involvement in students' learning is an indispensable nutrient for developing intelligence. According to Sattes, parental involvement in any form is helpful.

Epstein (1989), suggested teachers provide parents with learning activities that can be used at home. Beside gaining insight about the curriculum, the activities would indirectly teach parents who might need a review of the skills themselves.

Gallagher, et al (1976), stated that it is most significant for the school to give parents support in their role as educators at home.

Like Gallagher, et al, Morgan (1989), suggested that there is a need for educators to ensure parents that they are valued. According to research, the responsibility of involving parents in the educational process of children is that of teachers. Teachers must become proactive in the area of parental involvement. They can not stand around and look to parents to initiate the process.

Description Of Selected Solution

A search of related literature indicated that involving parents in the educational arena rest heavily with educators. The writer chose to encourage parental involvement through parental contacts, both formal and informal, sponsor workshops, and hold a

parent/guardian recognition night. The writer designed and implemented a program that provided activities which increased home and school communication

Results of Action Taken

The proposal was designed to increase parental involvement in the academic process of their children. The implementation stage went well. Many in the target population expressed eagerness to improve their home/school relationship. Prior to the implementation of the project, parent involvement with the school had reached an undesirable level. Attendance at Parent Teacher Association (PTA) meetings was poor. It was very difficult to get parents to attend conferences and volunteer in any capacity. The writer of this practicum selected to bring about change by implementing a parental involvement program. Two teachers of grades one and five, asked if they could be part of the project. Of course the writer was elated to receive such a request! The roles of these teachers began at the implementation stage.

Month one - Week one

1. The writer of this practicum met with the two teachers who expressed a desire to be part of the project. At the meeting the writer explained the project's objective and methods to be utilized. Each person's role was identified at this meeting.

2. The writer met with the principal and assistant principal and explained the project's objective. The principal was very supportive to the idea. The school is in the process of implementing Goals 2000 (The writer co-chairs the School Advisory

Committee). Increasing parental involvement school-wide is one of the objectives that had been targeted for improvement.

While meeting with the principals, the writer submitted the names of the teachers who had expressed a desire to take part in the project. Also, because the school had a policy of not allowing parents to volunteer in the classroom where their children were enrolled, the writer felt that it was essential to explain that the project had been designed to meet part of the requirements in Nova's doctoral program. Consequently, the project had been designed for parents to have direct involvement in the classroom with their children. The writer promised, when possible, to share parents with other teachers as the number of volunteers increased.

3. After meeting with the administration, the writer and the first and fifth grade teachers conducted a survey of parents/guardians, eliciting data on the things the families do together (Appendix G).

4. The writer wrote the counselor requesting help in conducting parenting classes and requested an appointment to discuss the program (Appendix H).

Month one - week two - week three

The writer and two teachers collected the surveys and evaluated them. The survey contained three items related to academics. Parents/guardians were asked to indicate with a check the activities you and your child do together as a family. The purpose of the survey was to ascertain an idea of how many parents read, did homework assignments and discussed school activities with their children. Of the 53 surveys returned, 21 parents

indicated that they read, 29 assisted with homework and 17 discussed school activities. with the students. The writer of this practicum recognized that the result was "self reporting" and not very reliable. However, it did shed light on why some of the students were having difficulties in class.

Table 1

RESULTS: THINGS WE DO TOGETHER AS A FAMILY

Activities	Total	Activities	Total
Read.	21	Go to the Movie.	17
Go to Amusement Park.	14	Do Homework Together.	19
Go Fishing.	08	Visit Friends.	15
Visit Other Family Members	19	Travel.	16
.Play games.	14	Watch TV.	21
Go to the Beach.	13	Go to Church	18
Go to the Mall.	15	Go the Grocery Store	19
Go Camping	03	Go Swimming.	12
Bike Riding.	17	Go Hiking	02
Discuss School Activities	17	Ride Horses.	01
Discussion Prior to Decision Making	17		

Month one - week three

The counselor initially asked to conduct the workshops (Behavior Modification) was not available. As a result, the writer requested the assistance of a second counselor who had promised to assist with the workshops. It was later learned that this counselor would not be available, also. A change of jobs and school requirements prohibited the second counselor from providing the service. As a result, the writer of the practicum met with the two other teachers and discussed the situation. It was agreed that the three teachers involved were capable of conducting the workshops. Each participant presented information on techniques that could be used at the workshops. One technique agreed upon was to involve the parents through group discussions. Parents have a wealth of information that is often dominant and need opportunities to share with others. The author of this practicum also conducted a research of the literature for suggestion to be used.

Month one - week four

The first and fifth grade teachers, and the writer, sent home the schedule of the first Parents/Guardians Workshops (Appendix I). Subsequent phone calls were made by the teachers to encourage participation. In the meantime, the writer, first, and fifth grade teachers planned for Workshop One.

The writer and two teachers were able to get 21 parents to sign up as volunteers. Twelve of the volunteers went on a field trip with the classes during the first month of implementation.

Moreover, an exciting event took place. One parent sent a written commitment to start as a volunteer three days each week.

Month two - week five

The writer and two teachers conducted Workshop One (Homework) with parents/guardians. Attendance at the first workshop totaled seven. This was only five short of the 12 projected. The results were excellent. The writer of this proposal gave an overview of the project along with an explanation of Goals 2000 and how it related to the project and the much talked about school improvement plan. A chart demonstrating the Comprehensive Test of Battery Skills (CTBS) over the past five years for grade four was also presented. The chart showed how there had been a steady decline in the mastery of basic skills. The initial decline began when the district selected the integrated language approach. See Table 2.

An explication of the urgency of helping students to improve reading skills was delineated by the writer of this practicum. It was explained that it was not necessary to blame anyone for the decline in test scores. Rather, what was needed, was a commitment to help students improve their reading skills. This was the purpose of the Homework Workshops.

At this point, the importance of a home/school relationship was emphasized as essential if students were to improve academically. Next, a presentation of what parents can do to improve the situation was presented by the writer. Suggestions included providing a convenient place for the child to complete homework assignments.

Table 2

Total Reading (mean percentile rank)

Year	Percentile
1986	47
1987	41
1988	36
1989	36
1990	38
1991	34
1992	36

Afterward, parents were given a choice of two activities to complete and take home. The teacher of grade one conducted an activity in sequencing using comic strips. The teacher of grade five conducted a "clock matching" activity. The writer of this practicum facilitated activities.

After the activities were completed, the group was reassembled to give feedback on the workshop and suggest specific skills that they wished to have presented at the next workshop. Parents commented that the time was well spent. They also stated that they benefited from the workshop because, having been out of school for a long length of time, they had forgotten many of the skills. The statement coincides with Epstien (1989), who suggested that providing parents with activities which can be taken home, helps parents to review skills they had forgotten.

The workshop ended with parents suggesting that it would be worth the effort for them to contact other parents to encourage them to come to the next workshop. The workshop was culminated by drawing winners for door prizes.

The writer and two teachers made follow-up phone conferences to contact parents who had promised to attend the workshop but did not. Reasons for nonattendance ranged from "I forgot." to "I had to work." A few parents made commitments to attend the next workshop.

Month two - week six

The writer and two teachers continued conferences as needed with parents/guardians. The writer and two teachers involved parents/guardians in classroom

projects such as providing refreshments for special occasions, presentations, and field trips.

Also, the writer wrote and received a mini grant to purchase materials helpful with homework activities. Since there were two other teachers involved with the project, the writer listed them as co-writers.

The class was fortunate to have one of the parents who worked as a fireman to come in and shared with the students what a day is like in the life of a fireman. Following the presentation, positive responses were given by both the students and parent. The parent continued to visit often and became valuable resource to the class.

Month two - week seven

On Monday, the writer and two teachers made plans for workshop two. In the meantime, positive comments referencing the workshop was being discussed among colleagues. Frequently, during the week, questions were asked about the project. During a staff meeting the writer explained the project to the staff and extended an invitation to other teachers to become a part. The guidance personnel stated that the news was welcomed as there were some other parents who would benefit from the project.

On Wednesday, the writer and two teachers conducted Workshop Two (Homework) with parents/guardians. The focus skill for workshop two was communication, through the media of process writing, and critical thinking.

At the end of the activities, the group reassembled to discuss the benefit of the workshop and made request of other skills that they felt would benefit them.

Suggestions included a reference of some type that parents could use when helping students with language arts and ideas for developing tolerance when helping children with home assignments. One parent stated that upon entering the door, homework became the first discussion initiated by the student.

The parents were promised reference materials. Some materials were given the night of the workshop. The suggestion was made to parents by one of the teacher that the parent explain to the child that a few moments of relaxation and quietness were needed before starting the homework assignment. It was also suggested that a "fixed" time be established for homework. The establishment of a routine would eliminate some of the frustration. More importantly, the student would know when to expect help.

Following the workshop, the writer and teacher made follow-up contact with parents/guardians to get feedback on the workshop. The general consensus was that the information shared in the workshop was practical and helpful. In the meantime, the teachers continued to involve parents/guardians with class projects. Volunteering included one-on-one assistance with students and filing of papers.

On Saturday, the writer completed the order for materials using the mini-grant received.

Month two - week eight

Week eight started as did previous weeks. The writer and two teachers continued parental/guardians involvement with classroom projects. Some parents did not feel

comfortable working directly with students. As a result, they were assigned clerical duties.

While conducting a parent conference with a parent who was originally from Poland, the writer was successful in getting the parent to consent to make a presentation about the country and its customs. At first, the parent, who did not speak fluent English was a little hesitant. However, after being assured that she could bring in other family members and/or friends the apprehension was relieved, somewhat. An added benefit to this arrangement was that it provided an opportunity for the child and parent to work as a team. The team effort also served as an opportunity for the student who was somewhat shy and withdrawn to have a familiar platform from which to work.

Month three - week nine

On Monday of week nine the writer and two teachers made final plans for workshop three. On Wednesday, the workshop on homework assistance was conducted. The skills presented were critical thinking and process writing.

Also, as parents had requested, the writer wrote an information booklet entitled "Homework Guide for Parents." Some key terminology for Mathematics were also included. The book included usage of capitalization, punctuation, definitions for the parts of speech, sentences and non-sentences, and parts of a friendly letter. Examples were provided for each category. The book was made available to all parents in the target group.

On Friday, two parents of grade one accompanied students on a field trip. Beyond this, little parental involvement in the classrooms took place this week. Parents/guardians

were unable to attend the school for various personal reasons. However, the writer and teachers made follow-up contacts by phone and workshop information flyers in an effort to encourage attendance at up-coming workshops.

Month three - week ten

The writer and two teachers continued parents/guardians involvement with classroom projects and homework assignments. Homework assignments were designed to include direct involvement and an assessment of the activity by the parent/guardian. The writer and two teachers continued conferences as needed with parents/guardians.

In addition , four home visits were made by teachers. During one visit, the teacher of grade five made arrangements to keep the student during the upcoming weekend. The goal was to provide one-to-one counseling with the student and to demonstrate that positive behavior reaps positive benefits.

Month three - week eleven

On Monday, the writer and teachers prepared for Workshop Four. Due to illness, the writer was unable to be present for presentation. However the two other teachers met to conduct the workshop (Improving Negative Behavior) with parents/guardians. Regretfully, no other individuals were in attendance. Conferences with parents indicated that the workshop was scheduled too close to a major holiday and parents/guardians were busy using their spare time to shop for gifts for their family. The writer and two teachers continued informal contact with parents/guardians as needed. Often, contacts were at the grocery stores or shopping malls. Discussions always included the parental involvement

project. In the meantime, a parent continued to be involved with classroom projects. Involvement included preparation for Kwanza (an African celebration) and winter break festivities. A total of 69 parents/guardians contributed refreshments for the celebrations.

Month four - week twelve

This week was the final week prior to winter break. Parents/guardians of the three classes were involved making phone calls and coordinating parties and putting together final plans for the Kwanza festivities. Six parents/guardians were able to attend the celebrations. Only informal conferences were conducted during this time. Aside from preparation of the winter break celebrations, parental/guardian involvement was limited.

Prior to leaving for the winter break, the discipline personnel scheduled a conference with the writer of the project and requested permission to refer parents from other grades to become involved in the Parental Involvement Project. The objective was to use the parental project to teach parents of students who were repeated discipline problems techniques that they could use in the modification of their child's negative behavior. This information was shared with the other two teachers and the request was granted.

Month four - week thirteen

Over the holidays, the writer and teachers planned for workshop five. On Wednesday of the first week back to school, the teachers met to conduct Workshop Five (Improving Negative Behavior). Beside the teachers, only two other persons were in attendance. Subsequent contact with parents/guardians revealed that they were just too

exhausted from the long holidays and their daily responsibilities. Some stated they had forgotten and others indicated that they could not find the time and/or a baby-sitter. Due to the many demands in the lives of parents/guardians involvement in the educational process is difficult. Therefore, it is rewarding when even minute progress is made.

For various reasons, parents have distanced themselves from the educational arena. It will take a continuous effort over a period of years to regain a desirable level of participation. This is especially true in schools in which a large percentage of parents are of low social economic status. With this in mind, the level of encouragement remained high among the teachers involved in the practicum.

Month four - week fourteen

The writer asked two parents to conduct follow-up telephone calls to other parents/guardians to get feedback on the benefits of the workshop and encourage others parents/guardians to attend the remaining workshops. These parents stated that the interest level was present. However, parents had forgotten or could not find a baby-sitter to keep the children for them to attend workshops. In the meantime, the writer and two teachers continued conferences as needed with parents/guardians. Parental involvement with class projects continued also. One form of involvement was to send home assignments which required parental participation for completion. An example was an English assignment which dealt with proper and common nouns. The assignment required the parent to state a common noun and the student had to give a proper noun to match the

given common noun (e.g. city - Newark; boy - Fred). Parents were also asked to evaluate the assignments.

Two evaluative comments which summarized how parents/guardian felt about the activities were, "Although I had to use the dictionary to look up some words, I enjoyed working with my child on this activity." "This activity helped me to remember information that I had forgotten. Continue to send this type of activities home."

Month five - week fifteen

Due to preparation for the state writing assessment and other major projects at school not much was accomplished with parents/guardians this week.

Month five - Week sixteen

Flyers were sent home to parents in the target group to remind them of the upcoming workshop. The writer and two teachers continued parental involvement with home projects. Parents were given materials to make games that could be used in the classroom. The writer also spoke with a parent to make final preparation for the presentation on Poland.

Month five - week seventeen

The writer made final plans for workshop seven prior to the implementation. Workshop Seven (Improving Negative Behavior) was conducted although only two people were in attendance. It is obvious at this point that it might have been beneficial if the workshop would have been scheduled over a period of two weeks. Perhaps the break

in between each workshop allowed to much "wait time." As a result, interest was hard to maintain, especially in an environment in which parental participation is less than desired.

Month five - week eighteen

Teachers from the three grades continued follow-up phone calls to parents and encouraged parental involvement. Parent were told that the "A Night of Celebration" was slated to be a big event with media coverage. The coverage by news media was to encourage other parents to become active and to publicly say "thanks" to the parents for a job well done. Parental involvement continued through homework assignments.

Month six - week nineteen

The writer made final plans for workshop eight. On the evening of the workshop, the writer, two teachers, and two community representatives were the only ones in attendance. Immediately upon returning home the writer placed calls to several parents to inquire reasons for non attendance. The following reasons were cited. "My work schedule has been changed". "I fell asleep." "I forgot." "I misplaced the flyer with the dates." Several parents promised to attend the next workshop.

Two days subsequent to the workshop the writer of the project received an unexpected request. A minister from one of the local churches requested that a workshop on parenting be conducted for members of his congregation. An affirmative answer was given and plans were implemented for the twenty-third week of the project.

Month six - week twenty

On Friday, several parents attended the Black History Month fashion show and presentations. Two parents made presentations to students in grade five. Other parents, unable to attend any of the activities at school this week, helped students conduct research about Afro-Americans.

Parental contacts continued to be made by the three teachers. Several conferences centered around students with anti-social behaviors. One parent was required by the administration to attend school with the student. The presence of the parent served to deter misbehavior temporally. However, when the parent was no longer present, the anti-social behavior returned. Request was made by the discipline personnel for the parent to attend the workshop. The parent did not come. In a subsequent phone call to the parent the parent stated that there was not enough time to squeeze the workshop into an already full schedule. As for the other parents in the target group, the same problem of not having a baby-sitter, "too tired," "I will try to make the next one," and "I forgot" were becoming routine statements.

There was not any parental involvement in the classrooms this week. Parents/guardians were unable to visit the school for various reasons. Neither were there any conferences conducted this week by either teacher involved in the practicum.

Month six - week twenty-one - week twenty-two

During the twenty first week, the writer and two teachers, planned for "A Night of Celebration" and the parenting workshop to be conducted at the request of the church. At

the request of the Pastor, announcements were given for distribution in other churches in the district. Announcements were placed in the local paper and read on one of the local radio stations.

The writer and two teachers determined to have the students from grades five, four, and one participate in the celebration. The forum provided students an opportunity to demonstrate their appreciation to parents for supporting them throughout the school term.

On Friday of the twenty-second week, a total of five parents accompanied the fourth grade on a field trip. The trip commenced at nine o'clock in the morning and ended at seven o'clock in the evening. Aside from being extremely exhausted, parents stated that the trip was both enjoyable and educational.

Month seven - week twenty-three

On Wednesday evening of the twenty-third week, the writer and two teachers conducted the parenting workshop for the church. Participants were asked to evaluate the workshop (Appendix L) using the Lichert Scale. See Table 3.

Due to the number of other activities conducted at school, Award Night for parents was moved to the twenty-sixth week.

Month Seven - week twenty-four

The writer and two teachers continued parental involvement in class projects and parent conferences. In the mean time, the writer and two teachers conducted a survey to assess parents' reactions/benefits of the parental program (Appendix J).

Table 3

Results: Parenting Workshop

Lichert Scale: 1 = poor 2 = average 3 = excellent

	Circle One		
	Poor	Average	Excellent
Overall Performance	0	0	15
Program Meets Need	0	2	13
Knowledge of Subject	0	2	13
Level of Participants Involvement	0	2	11
Consideration of Styles	0	1	12
Average Total	0	7	60

Note: Results indicated that in all areas participants felt that the workshop was commendable.

The survey revealed that of the 53 parents/guardians responding to the end of the year questionnaire which used the Lichert scale, the parents rated the program highly.

The following statements summarize comments from the parents as an overall evaluation of the program. "The parental involvement project was helpful. I would like to see it continued next school term." "The materials presented during the project are practical, inexpensive, cost effective and provided an opportunity for parents to help their children improve their basic skills." "The information also helped parents by providing recalls of skills that had been forgotten. I especially appreciated the parental homework guide."

Month Seven - Week twenty-five - week twenty-six

During week twenty-five, the writer and two teachers collected surveys. In the meantime, the writer and two teachers continued parental involvement in class projects and conferences as needed.

Wednesday night of the twenty-sixth week, the teachers, parents, and students participated in "A Night of Celebration." Parent of the three grades were presented certificates for their participation. Parents/guardians were complimented for their support throughout the school term.

Month eight- week twenty-seven - week twenty-eight

During the weeks of the twenty-seven and twenty-eight, the writer and two teachers analyzed and synthesized the data collected during the practicum.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Data revealed a lack of parental participation in the educational process of their children. The data further suggested that less than one-fourth of the parent population attended PTA or volunteered for school project. Moreover, documentation submitted by the staff suggested a direct correlation between parent involvement and students' school progress. As a result of the documentation, the writer of this paper chose to promote parental participation through a parental involvement project.

The writer projected the following outcomes.

1. At least 12 parents will take part in classroom/home activities, field trips, and other academic related activities. To determine if the outcome is successful, the writer will maintain a portfolio of parental/guardian involvement. Twelve parents serving in any area will be deemed successful.

Data maintained in the portfolio indicated that parental/guardian involvement exceeded the projected number of 12. See table 4.

On the first field trip a total of 15 parents/guardians attended. Subsequent field trips had a high percentage of participation also. One parent stated that going on field trips was the most enjoyable activity parents and students could do together. Moreover, the parent suggested that families are more economically advantaged when trips are taken with the school due to the discount group rating schools receive.

Table 4

Participation Chart

Activities	Number of participants
Attend special events	11
Classroom presenters	2
Community Participation (Workshop)	30
Field trips	35
Made games	6
Phoning other parents	2
Presenters	7
Room mothers/fathers	3
Teacher assistants	2
Workshop Attendance (Parents)	6
Total participants	128

Note: Although some households had both parents present. The count represents contact made by only one of the parents.

2. After a series of workshops and parent teacher conferences, at least 12 parents/guardians will demonstrate an interest/ability to help their children with homework. Parents/guardians will be required to sign homework assignments. A minimum of 12 signatures of parents/guardians will be considered successful.

Parental interest was demonstrated throughout the year as homework assignments with parents signatures were consistently returned to school. One parent, who had received tutoring in mathematics on the skill of front end addition and subtraction wrote a note of appreciation for the help. In the note, a request was made for the student to receive more assistance as the parent was not sure that the assistance given at home was exactly as it should have been. Assistance was provided and the parent was invited back to school for another tutoring session. Other indications that parental involvement with homework increased was the number of parents who called or wrote the three teachers involved when their child failed to bring homework home.

This was encouraging because many of the parents were unable to attend activities at school. Neither were they able to volunteer for other school activities.

3. After a series of workshops, parents/guardians will demonstrate the ability to use techniques which will help their children improve negative behavior. Success will be determined by written and/or oral feedback from parent. The standard of achievement will be improved behavior as observed by the teacher of at least two students who demonstrated negative behavior prior to the workshops.

Teachers involved in the practicum felt that this outcome was not successfully met. Only one student showed signs of improvement. This improvement could not be directly linked to the workshop in as much as the parents never attended. However, many conferences both formal and informal were held with the parents of this particular student. As a result, at midpoint of the practicum negative behavior was seldom demonstrated by the student.

As for some of the other students' parents, there were denials that their child had antisocial problems. Therefore teachers had to work one on one with these parents. Techniques included phone conferences, home visits, informal and formal conferences.

Conferences with parents of students who displayed negative behavior such as aggression, bullying, and fighting almost always began with the parent stating what the child had said the other student did. At one conference, it was very difficult trying to get one parent to understand that students have to be responsible for their own actions. On three occasions it became necessary to involve the administration before the parents could understand that school rules are designed to protect all students.

As a positive note, even though the parents did not attend the workshop, communication with one family helped two students to stop wasting time getting into trouble and utilize the energy on academics.

4. Home and school communication will exceed required conferences by a

minimum of three additional contacts. Parent teacher conference forms will serve as the tool of evaluation. Eight parents/guardians contacts exceeding required conferences will be deemed successful.

Parent teacher conference forms document this outcome to be a success. The three teachers involved in the practicum held a total of 11 parent conferences in excess of conference required for each student.

5. At each event, the writer will maintain a sign-in log (Appendix B). The log will be used to determine the amount of parent involvement throughout the duration of the program. A total of 12 parents in attendance will be considered success.

Although a sign-in log was maintained, the log did not reveal all of the parental involvement. For instance, parents did not sign-in when they made phone calls to other parents and made games at home. This information is documented in tables one and two.

6. The writer and two other teachers will send home information flyers, informing parents/guardians about the program (Appendix C). Attached to the information flyer will be an activity sign-up sheet requesting volunteers for classroom activities for the months of September through June (Appendix D). A minimum of 13 parents/guardians volunteering to perform any type of service at least once during the school year will be deemed a success. A totalof 53 parents signed forms volunteering to be responsible for an activity during the school year. Choices of activities are shown in Table 5.

Table 5

Choices of Classroom Activities

Activities	Number Responding
Room Mother	10
Science Projects	1
Math Projects	1
Telephoning/contacting Persons	7
Literary Projects	4
Designing Costumes	2
Play Coordinator/Director	1
Class Parties	8
Classroom Assistant	4
Tutorial Assistant	3
Assist on Field Trips	10
Presentations	2
Total	53

Note: These activities reflect the number of parents responding to the survey. Actual participation exceeded 53.

7. The three teachers will also send home a conference/workshop survey to determine the days and times parents/guardians can attend conferences and workshops (Appendix E). Success of the outcome will be determined by conference attendance of no less than 12 of the parents/guardians in each class.

The survey indicated that the majority of the parents could attend a workshop if it were held during the evening. The times indicated for conference varied from early morning to as late a 6:00 P.M. The three teachers involved adjusted their schedules to meet the needs of parents. According to data maintained in portfolios, parent conferences exceeded the projected number. Consequently, this portion of outcome seven is deemed successful.

Finally, the success of the tutoring workshops will be determined by the attendance of at least one-third of the parents/guardians population responding positively on the end of the program survey (Appendix J).

Data in sign-in sheets revealed the following. Only six of the 79 parents/guardians in the target group attended the workshops conducted during the school term. This is less than the one-third projected. Therefore, this portion of outcome seven was not met. However, if one would factor in the 30 participants in attendance at the parenting workshop conducted for the local church, it could be stated that the number of parents/guardians exceeded the projected number. The parenting workshop was a direct result of the practicum implementation.

Discussion

Data collected during the school term indicate that in part, the practicum was a success. On the other hand, the data also suggested that workshops in the future should be modified. When working with a low social economic population who already lack motivation in the educational arena, workshops should be scheduled consecutively and only extend over a one or two week period. Participants are likely to return to a lethargic state if things are not sequentially scheduled. Moreover, with the responsibility of juggling an already busy schedule of maintaining a single head of house to that of attending workshops become rather laborious. This does not signify that the desire is not there. It does signify however, that much planning is needed in order to provide assistance in meeting the needs of parents/guardians.

Recommendations

Involving parents in the educational process of their children's education requires much planning. This is especially true in low socio economic area. Plans must include informal as well as formal conferences. Informal are more beneficial because parents tend to be more relaxed and articulate more during informal settings. Often, new information is revealed which can help teachers better understand students.

Weekly notes, flyers, and/or phone calls initiated by teachers are helpful in as much as this demonstrate to parents that teachers are genuinely concerned about the welfare of their child. Teachers should also confirm their appreciation to parents. This

can easily be done by sending parents a note of thanks or perhaps a happy face in recognition of their support and involvement with the educational process of their child's education.

Dissemination

Dissemination of data has been varied. Aside from sharing the information with the staff and district personnel, community members also shared by taking part in workshops designed to teach parents techniques in child rearing in a contemporary society. The "Parental Homework Guide" will be included in the information package that all parents will receive at the beginning of next school term. The writer also plans to submit copies of the report to educational journals for publication.

The church also plans to summit information of the workshop to its national newspaper for publication.

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APPENDIX A

PARENT SURVEY

Parent Survey

Dear Parents,

Please take a few minutes to answer the questions below. I have selected to develop a program on parent involvement as part of my doctoral requirement. Mrs. Allen and Mrs. E. Williams' classes are taking part in this study, also. You can help us by answering the following questions and returning this survey to school tomorrow with your child. Please feel free to make comments. Thanks for your help.

Sharon R. Patterson

Cut off here and return the bottom portion.

---

1. Do you feel parent teacher meetings (PTA) are useless?
2. Do you feel PTA is a waste of your time because you do not receive any new information?
3. Do you feel seminars on how to help you help your child with school work would be helpful?
4. Would you attend the seminars?
5. What are some reasons you might not be able to attend seminars?
6. When you visit the school for any reason, do you feel that you are welcome?
7. Please list three (3) ways that you feel the school can help you as a parent.

APPENDIX B

PARENTS/GUARDIANS SIGN-IN SHEET

PARENTS/GUARDIANS SIGN-IN SHEET

	Name/Address	Date	Date	Date	Date	Date
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

APPENDIX C

FOR YOUR INFORMATION

FOR YOUR INFORMATION

WE ASKED YOU, "WHAT CAN WE AS EDUCATORS DO TO HELP YOU WITH YOUR CHILD?" YOU REPLIED, "TEACH ME HOW TO HELP MY CHILD OVERCOME NEGATIVE ATTITUDES." YOU ALSO SAID, "SHOW ME HOW TO HELP MY CHILD WITH HOMEWORK."

DON'T MISS THE FIRST OF A SERIES OF SESSIONS DESIGNED JUST FOR YOU.

TIME: 6:00 P. M. - _____ WEEK IN _____

DATE: _____

PLACE: ROOM 308

Midway Elementary School

2251 JITWAY

SANFORD, FLORIDA 32771

PHONE: 323 - 7113 AFTER 5:00 P.M.

LEAVE YOUR MESSAGE!

CALL WILL BE RETURNED!!

BRING A FRIEND ** BRING A FRIEND ** BRING A FRIEND

APPENDIX D

CLASSROOM ACTIVITIES

CLASSROOM ACTIVITIES

Parents/Guardians, Please choose activity(ies) from the list below. Thanks.

Room Mother

Science Projects

Math Projects

Social Studies Projects

Literary Projects (poems, plays, public speaking)

****

Appointment to Speak and/or Present

MONTH(s) SUBJECT

October

November

December

January

February

March

April

May

****

Subject/Presentation Suggestions

Art, Science, Music, Career Education, George Washington, Abraham Lincoln, Dr. Martin L. King, How to be successful, and Charting my future.

OTHER CLASS/SCHOOL ACTIVITIES

Telephoning/contacting parents/guardians

Helping students design costume for plays

Play Coordinator/Director

Assistance with class parties (2) per year

Science/Art Fair Judge

Classroom Assistant

Tutorial Assistant

Assist on field trips

If you are interested in areas not listed, please indicate below.

APPENDIX E

CONFERENCE/WORKSHOP SURVEY FORM

CONFERENCE/WORKSHOP SURVEY FORM

Please indicate preference by checking one of the following.

1. _____ I can attend conferences Tuesday through Thursday at ___ A.M.

2._____ I can attend conferences Tuesday through Thursday after 3:00 P.M.

3. _____ I can attend parents/guardians workshops Tuesday through Thursday between 5:00 P.M. and 7:00 P.M.

If neither is convenient for you, please indicate your preference below.

APPENDIX F

LETTERS TO PARTNERS IN EDUCATION

Letters to Partners in Education

Dear "Partners in Education,"

Research indicate that students perform better in school academically, socially, and emotionally, when parents are involved in their educational process. By the year 2000 students will be confronted with many challenges. Unfortunately, only students who are prepared to meet the challenges will become productive citizens.

For the past four years there has been a steady decline in the reading ability (documented on the Comprehensive Test of Basic Skills) of our students. This decline can be attributed to several factors. However, perhaps one of the most important is a lack of parental involvement with the educational process of children. I am endeavoring to improve the condition. Consequently, I appeal to you for help. First, let me take a moment to tell you something about me. I am presently teaching fourth grade here at Midway Elementary. I am also a third year doctoral student at Nova University majoring in Early and Middle Childhood Education. I have written a proposal to improve parental involvement over an eight month period. Implementation will began in the fall of 1993-94 school year.

Through you cooperative efforts as a "Partner in Education" you can help inspire parents to become involved by donating items to be used as door prizes and/or drawings during workshops.

Please send your charitable gifts to the above address, and or contact (407) 323-7113 (home) or (407) 322-1791 if you have any further questions.

Sincerely,

Sharon R. Patterson

Dear "Partners in Education,"

Research indicate that students perform better in school academically, socially, and emotionally, when parents are involved in their educational process. By the year 2000 students will be confronted with many challenges. Unfortunately, only students who are prepared to meet challenges will become productive citizens.

For the past four years there has been a steady decline in the reading ability (documented on the Comprehensive Test of Basic Skills) of our students. This decline can be attributed to several factor. However, perhaps one of the most important factor is a lack of parental involvement with the educational process of children. I am endeavoring to improve the condition. Consequently, I appeal to you for help. First, let me take a moment to tell you something about me. I am presently teaching fourth grade. I am also a third year doctoral student at Nova University. I have written a proposal to improve parental involvement over an eight month period. Implementation will began in the fall of 1993-94 school year.

Through your cooperative efforts as a "Partner in Education" you can help inspire parents to become involve by donating free meals or buy one and get one free, to be used as door prizes and/or drawings during workshops and other parental activities.

Please send your charitable gifts to the above address, or contact me at (407) 323-7113 (home) or (407) 322-1791
(work), if you have any further questions.

Sincerely,

Sharon Riggins Patterson

APPENDIX G

THINGS WE DO TOGETHER AS A FAMILY

THINGS WE DO TOGETHER AS A FAMILY

Please indicate with a check the activities you and your child(ren) do together as a family.

_____ read

_____ go to the movies

_____ go to amusement parks

_____ do homework assignments

_____ go fishing

_____ visit friends

_____ visit other family members

_____ travel

_____ play games

_____ watch television

_____ go to the beach

_____ go to church

_____ go to the grocery store

_____ go to the mall

_____ go camping

_____ go swimming

_____ bike riding

_____ go hiking

_____ discuss school activities

_____ discuss things over before making a decisions

APPENDIX H

LETTER TO COUNSELOR

Letter to Counselor

Dear Counselor,

A recent survey of parents of grade four indicated a desire to receive classes which will teach them how to help their children change negative behaviors into positive behavior. They also expressed a desire for assistance with homework. As an educator, I feel compelled to help. Consequently, I have chosen as my major doctorate assignment to endeavor to answer their cry for help. However, I also need help. I need someone who is qualified to conduct the sessions. You have been recommended as most skillful in this type of work. Consequently, I appeal to you to provide our parents with sessions on effective parenting with a focus on modifying undesirable behavior in children and tips parents can use to assist children with homework. I am appreciative for whatever you can do.

If your organization will donate the time it would be highly appreciated. If it is not possible, and you must bear the expense, a small stipend will be available to assist in this area.

I would like to conduct the first counseling session the first week in October. Please call me after you receive this letter so we may set up a schedule. Parents desire to meet in the evening.

If you wish to discuss the matter in person or by phone, please feel free to call me at 407-323-7113.

Very truly,

Sharon R. Patterson

APPENDIX I

WORKSHOP SCHEDULE

WORKSHOPS SCHEDULE

Dear Parents,

Workshops will be held on the following dates. Please mark your calendar accordingly.

MONTH		DATE
NOVEMBER		3rd & 17th
DECEMBER		1st
JANUARY		4th
FEBRUARY		2nd & 16th
MARCH		2nd
MARCH	"A NIGHT OF CELEBRATION"	16th

APPENDIX J

REACTION TO PARENTAL PROGRAM

REACTION TO PARENTAL PROGRAM

Please take a moment to reflect on the activities implemented during the parents/guardians program. Indicate if activities have helped to improve your understanding of how you can help (1) your child academically (2) improve his/her behavior. Rate your answer on a scale of one to three (1 - 3) with three being the highest.

Scale

1. _____ 2. _____ 3.
(not helpful) (helpful) (very helpful)

_____ Parent-teacher conferences

_____ Telephone Conferences

_____ Homework Workshops

_____ Improving Negative Behaviors

_____ Assisting with class projects

_____ Receiving recognition for helping with school projects/activities

_____ How would you rate prizes?

_____ Please indicate an overall rating of the program

****

Use the space below to write any comments you wish to share.

APPENDIX K

EVALUATION FORM

EVALUATION FORM

NAME OF PRESENTER(S)_____

_____

SITE OF WORKSHOP _____

	Circle One		
	Poor	Average	Excellent
Overall Performance	1	2	3
Program Meets Need	1	2	3
Knowledge of Subject	1	2	3
Level of Participants'	1	2	3
Involvement	1	2	3
Consideration of Learning Styles	1	2	3

Comment and /or suggestions regarding speaker(s):_____

_____

_____

_____

Would you recommend this workshop to others? Why? _____

_____

_____